

2013-2015 Shrewsbury Public Schools District Goals

1. Engage and Challenge All Students

Professional Practice Goals:

- 1.1. By spring of 2015, 50% of teachers in the district will submit evidence through the evaluation process (Standard 1) that demonstrates the implementation of the following strategies in a single unit of instruction: Engaging students in in-depth inquiry, organizing tasks around a driving question, establishing a need to know, encouraging student voice and choice, incorporating revision and reflection, and including a public audience.
- 1.2. During the fall 2013 to spring 2015 time period, the district will develop common writing assignments by grade (PreK-6) and by departments (7-12). The developed assessments will be in alignment with the 2011 Massachusetts Standards (Common Core) and will document student growth.

Student Outcome Goals:

- 1.3. 80% of students who participate in the single unit of instruction identified above will meet the proficient standard on end of study assessment. (1.1)
- 1.4. By spring of 2015, 80% of students across all grade levels will be proficient in district common writing assessments (1.2)

2013-14 Action Plan:

Action	Supports/Resources	Timeline or Frequency
Offer the Project Based Learning (PBL) Strand workshop to a new cohort of elementary teachers	Professional Development Days Elementary Instructional Coaches	12 hours of instruction over the course of the 2012-13 school year
Offer the Differentiated Math workshop to a new cohort of elementary teachers emphasizing the connection to PBL	Professional Development Days Elementary Instructional Coaches	12 hours of instruction over the course of the 2012-13 school year
Offer an in-district 3 credit course for secondary teachers around instructional strategies supporting PBL	Funding for course instructor	TBD Year long school year course or Summer Institute offering

Action	Supports/Resources	Timeline or Frequency
Establish at least one math lab classroom in each elementary school for the purposes of developing a model for math curriculum and instruction that aligns with the math Common Core frameworks.	Elementary Instructional Coaches Volunteer pilot teachers Funds for a consultant and pilot materials	Cohort 1 lab classes: September - January Cohort 2 lab classes: February - June
Identify a committee of elementary, middle level, and high school professional staff to lead the DDM (District Determined Measures) initiative	Teacher volunteers to serve on committee Coaches/Curriculum Coordinators/Department Chairs	Summer 2013
Map a plan to develop all necessary DDMs and identify DDMs to pilot across district	Teacher volunteers to serve on committee Coaches/Curriculum Coordinators/Department Chairs	September 2013
Design a District Determined Measure for at least one grade level K-4 that reflects student growth on a PBL project	Elementary Instructional Coaches Grade level Cohort 1 Teachers Funds for substitutes	3 half-day meetings over the course of the year
Pilot identified DDMs	Teacher volunteers Coaches/Curriculum Coordinators/Department Chairs Possible funding for identified assessments	Spring 2014
Finalize and communicate out around adopted DDMs that will be used during the 2014-2015 school year	Faculty meeting time	May/June 2014

2. Enhance Learning Through Technology

Professional Practice Goal:

- 2.1. As a result of increasing the technology available in classrooms, by spring 2015, 50% of elementary teachers (PreK-4), 95% of middle level teachers (5-8), and 50 % of high school teachers (9-12) will submit evidence through the evaluation process (Standard 2) that demonstrates technology being implemented in their classrooms at the “Modification” or “Redefinition” levels of the SAMR model.

Student Outcome Goals:

- 2.2. By spring of 2015 80% of students in 4th grade will receive a proficient score on an a presentation that requires students to add audio recordings and visual displays. Common Core Standard: 4.SL.5
- 2.3. By spring of 2015, 80% of students in grades 8 will receive a proficient score on a district common writing assessment that requires students to gather relevant information from multiple print and digital sources, use search terms effectively, and assess the credibility and accuracy of each source Common Core Standard: 8.W.8
- 2.4. By the spring of 2015, 80% of students in grades 9-12 will receive a proficient score on a district common assessment the requires students to use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Common Core Standard: 12.W.6

2013-14 Action Plan

Action	Supports/Resources	Timeline or Frequency
Install 12 interactive projectors in elementary classrooms	Funding for projectors IT support Funding for trainer	Summer 2013
Provide SHS staff with entry level professional development around working in a 1:1 environment	Department Chairs SHS Pilot Teachers	2013-2014 School Year
Provide iPad orientation and distribution sessions to all incoming 5th graders and 8th grade pilot students	Initial funding for 5th grade iPads IT and Paraprofessional Summer Hours Middle School Curriculum Coordinator Summer Hours	August 2013

Action	Supports/Resources	Timeline or Frequency
Continue student iPad pilot at SHS	IT Hours	13-14 School Year
Upgrade the wireless at Oak Middle School to support a 1:1 environment and enhance wireless access at SHS	IT Hours and funding for wireless access points	Summer 2013
Provide T21 course to a new cohort of teachers	Funding for course	13-14 School Year
Provide at least 4 different technology integration courses for internal credit	Tuition reimbursement funding	13-14 School Year

3. Promote Health and Wellness

Professional Practice Goals:

- 3.1. Starting in the spring of 2014, all psychologists, counselors, and other related service providers will participate in data collection procedures (TBD) targeted at students' self assessment of their social and emotional well being on a bi-monthly basis with 50% of their students.
- 3.2. During the 2013-2014 school year, the physical education and health staff will provide opportunities for classroom teachers to gain a better understanding of the overall wellness programs and how these programs may integrate with academic work.

Student Outcome Goals:

- 3.3. Based on a targeted cohort of students across all grade levels, students will create self directed goals related to social emotional well being as measured by a pre and post assessment. 80% of these students will self report that they have met their goal on the post assessment.
- 3.4. By spring of 2015 students in 1st and 4th grade will increase their performance to 30% of students meeting the benchmark for 60 minutes of physical activity daily from 18.5% calculated during the 4 data collection cycles recorded during the 2011-2012 school year.
- 3.5. By the spring of 2015 students in 6th, 7th, and 10th grade will increase their performance to 65% of students meeting the benchmark for a minimum of 60 minutes of physical activity for three consecutive days from 55% calculated during the 4 data collection cycles recorded during the 2011-2012 school year.

2013-2014 Action Plan:

Action	Supports/Resources	Timeline or Frequency
Establish a committee to develop student self assessments and data collection procedures		Summer 2013
Pilot student self assessments at elementary, middle, and high school levels		Fall 2013
Implement student self assessments at elementary, middle, and high school levels		Winter - Spring 2014
Conduct 4 data collection cycles for students in grades 1,4,6,7,and 10	Pedometers Polar Active Watches	Fall 2013 – Spring 2014
Conduct individual PE classroom data collection for samplings of students	Polar Active Watches	Fall 2014 – Spring 2015
PE staff will coordinate team building/trust experiential staff development.		Fall 2013
PE and health staff will participate in training and facilitate staff and student yoga activity breaks		TBD

